



# Arcadia Neighborhood Learning Center

Scottsdale Unified District

4330 N. 62nd Street, Scottsdale, AZ 85251

ARIZONA  
School Report Card  
2001-02

**Principal:** Mrs. Carolyn Repp

**Schedule:** 7:00 AM to 3:30 PM

**Web Address:** [www.susd.org/schools/anlc](http://www.susd.org/schools/anlc)

**E-mail:** [www.scottsdale.org](http://www.scottsdale.org)

**Grades:** K-8

**2001 Enrollment:** 502

**Phone:** (480) 423-3760

**Fax:** (480) 945-8185

## ▼ School Overview ▼

### Mission

At ANLC, we are a community of learners with a unifying bond of commitment between students, teachers and parents. Our mission is to help each person realize the joy of being a lifelong learner with the ability to extend his or her own knowledge by producing original conversation and writing; thinking complexly; solving problems creatively; working cooperatively and assuming responsibility as a contributor and producer within the community.

### Organization and Philosophy

- w Multigrade Classrooms
- w Collaborative Team Teaching
- w Child-centered Integrated Instruction
- w Parent Choice

### School/Academic Goals

- w To increase student achievement and personal growth.
- w To provide a positive, respectful and safe learning environment.
- w To ensure that all students and staff are proficient in the use of technology.
- w To provide equity in opportunity, facilities, programs and resources for all.

### Instructional Programs

- w Differentiated Instruction
- w Gifted Education Model of Instruction
- w Special Ed. Consultative Inclusion Model
- w Social Action/Community Involvement
- w English Immersion Classrooms
- w Sheltered English Instruction (SDAIE)
- w Integrated Thematic Instruction/Projects
- w Full-day Multigraded Kindergarten

### Enrollment

October 1, 2000 School Year Student Enrollment:	517
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	149

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 6 Teacher(s)  
 6 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

w Action Plan/Continuous Improvement  
 w School Safety Issues  
 w Communication  
 w Parent/Educator Relations  
 w Extracurricular Activities  
 w Input into Budget & Personnel Decisions

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	2.00	Teacher Aide	3.50

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	0	0
4 to 6 years	3	7	0	0
7 to 9 years	2	3	0	0
10 or more years	5	7	0	0

## ▽ Shared Responsibilities ▽

### School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to teach democratic values; to communicate openly and regularly; to encourage parent participation in the life of the school; to ensure the safety of students; to maintain a highly qualified professional staff.

### Parents

Parents are urged to show support of their children in several areas: Provide a supportive home environment conducive to study and learning; motivate their children to do their best by taking an interest in their work; be role models by valuing education, and by participating in the activities of the school and parent organization. Parents are expected to help their children abide by the district's Code of Student Conduct and the school's rules.

## ▽ Transportation Policy ▽

Transportation is provided for K-3 students 3/4 of a mile from school, 4-6 students one mile from school. Mid-day transportation is provided for eligible Kindergarten students. Service is provided for special education students whose IEPs require it. Safety and welfare of student riders is the first consideration. All vehicles are maintained to provide safe and efficient transportation. Bus evacuation drills are conducted for all students and staff.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/13/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/26/01	1/11/02	3/22/02	5/23/02
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### Additional Calendar/Report Card Information

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ANLC holds Parent/Student/Teacher conferences to set goals for Personal Growth Plans; facilitates Semester Portfolio Reviews and goal assessments and generates quarterly reporting documents. Classrooms are open for parent observations so that parents can witness the learning process first-hand, as well as volunteer to assist with classroom activities. Teachers also are committed to regular communications with parents regarding progress/learning activities.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Media/Library Resources Centers	W Life Skills & Music Rooms
W Dual Platform Computer Network & Lab	W Art Studio with Kilns

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### Extracurricular Activities

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W Exploration Friday Four Times Each Year	W Strings/Band/Chorus
W Yearbook	W Word Masters Competition
W Morning Announcements Video Productions	W Battle of the Books Teams
W Cross-age Tutoring Programs	W Intermural Sports/Pom & Cheer

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### School/Community Resources

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W Site Community-School Liaison	W Bilingual Neighborhood Advisory Council
W Counseling & Prevention Groups	W Parenting Classes in Spanish & English
W Afterschool Progr./Community School/YMCA	W Breakfast Program
W Lunch Program	W Clothing/Food Banks by Students/Families

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>W Eighth grade students promoted to high school maintain a collective 3.5 grade average in their freshman year and higher GPAs than the student population as a whole.</p> <p>W An ANLC graduate won the Horatio Alger National College Scholarship in 1999.</p> | <p>W Student-authored newspaper which has grown to include several other schools in the SUSD, and has received widespread media and community attention. Paper includes artwork, poetry, current events coverage, and editorials, all written by students.</p> <p>W Students from two of the K-1-2 multigrade classrooms spearheaded the Nickels for New York fundraising event which has received national coverage through Associated Press and Cox Television.</p> |
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### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	9.6 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	9.4 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	1.8 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	99.6 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.4 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Scottsdale Community Hero Award	1998
Mayor's Award for Teacher/Disabilities	1999
Ride To Life Foster Achievers Awards	1999
Horatio Alger Scholarship Awarded	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	40	541	5%	0%	45%	50%
	State	60969	521	11%	18%	44%	27%
Writing	School	44	575	4%	4%	52%	38%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	39	545	0%	23%	33%	43%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard  
 A - Percent of students who Approached the standard  
 M - Percent of students who Met the standard  
 E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	56	515	12%	17%	39%	30%
	State	63518	503	22%	24%	41%	14%
Writing	School	53	526	11%	24%	41%	22%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	57	517	12%	28%	14%	45%
	State	63873	487	17%	43%	12%	29%

#### Grade 8

Reading	School	42	520	19%	11%	30%	38%
	State	56652	505	23%	20%	40%	17%
Writing	School	37	492	8%	54%	37%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	38	468	34%	44%	15%	5%
	State	56871	454	43%	40%	12%	6%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	69	51	60
2	Reading	--	--	--	--	--	--	100	53	50	100	65	52	79	64	53
	Language	--	--	--	--	--	--	100	63	40	100	62	43	81	68	44
	Mathematics	--	--	--	--	--	--	100	66	51	100	70	55	81	79	57
3	Reading	90	53	44	100	54	47	100	68	47	100	68	48	74	64	50
	Language	92	46	45	100	49	49	100	68	51	100	66	54	72	72	56
	Mathematics	92	48	41	100	51	46	100	71	49	100	59	52	72	74	54
4	Reading	88	64	52	100	59	53	100	58	54	95	69	54	70	83	55
	Language	100	45	45	100	50	47	100	52	49	100	61	48	70	71	50
	Mathematics	100	43	48	100	58	51	100	60	54	100	69	55	72	78	57
5	Reading	98	65	50	100	64	51	100	61	51	100	56	51	86	67	51
	Language	100	45	40	100	50	42	100	51	44	100	45	45	85	56	45
	Mathematics	100	55	47	100	68	51	100	64	54	100	57	55	85	75	57
6	Reading	90	61	52	100	65	53	100	63	54	91	62	53	82	50	54
	Language	96	46	40	100	54	41	100	56	44	89	46	44	82	44	45
	Mathematics	96	60	54	100	71	57	100	75	59	96	65	60	83	62	63
7	Reading	91	77	52	90	57	52	100	64	53	94	52	52	73	59	53
	Language	93	75	49	92	57	52	100	72	54	96	54	54	73	59	55
	Mathematics	93	67	50	92	66	53	100	73	55	100	61	56	73	61	58
8	Reading	100	64	54	100	65	54	100	60	54	89	57	53	70	61	55
	Language	100	62	45	100	64	46	100	54	49	91	54	49	74	64	50
	Mathematics	100	59	50	100	73	52	100	73	54	89	67	56	74	70	58

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>62</b>	<b>59</b>
<b>Grades 3-4</b>	<b>79</b>	<b>87</b>
<b>Grades 4-5</b>	<b>80</b>	<b>84</b>
<b>Grades 5-6</b>	<b>74</b>	<b>85</b>
<b>Grades 6-7</b>	<b>64</b>	<b>75</b>
<b>Grades 7-8</b>	<b>68</b>	<b>78</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Staff & students are trained in emergency procedures including fire and outside threat, and practice on a regular basis. Office staff and administration have an established protocol for emergencies which link up with local authorities and district personnel, including crisis counselors, psychologists and administration. Students regularly participate in programs designed and proven to reduce violence, discrimination, and substance abuse, at the appropriate grade levels. Diversity is celebrated.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,657	\$1,288,803
Classroom Supplies	\$41	\$19,669
Administration	\$426	\$206,593
Support Services-Students	\$300	\$145,448
Other Support Services and Operations	\$1,044	\$506,374
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,467</b>	<b>\$2,166,887</b>

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$1,254,256.38 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

Trigger funds were used to increase the base salary of teachers to attract and retain a highly qualified instructional staff.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Carolyn Repp	(480) 423-3760	
<b>Transportation Policy</b>	John Biera	(602) 952-6139	
<b>Community Resources</b>	Christine Loots	(480) 423-3760	4105
<b>School Nutrition Programs</b>	Barb Savastio	(480) 661-1126	6707
<b>Parent Organization</b>	J. Allen/J. Williams	(480) 990-7762	
<b>Student Health/Nurse</b>	Kay Beauchamp	(480) 423-3760	4106

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."